

Description: Clip 1 of 6: Whole class review of number name problems Parent Tape: Reassigning the number name one, and introduction to fraction comparison Date: 1993-09-24 Location: Colts Neck Elementary School Researcher: Carolyn Maher	Transcriber(s): Yankelewitz, Dina Verifier(s): Yedman, Madeline Date Transcribed: Spring 2009 Page: 1 of 2
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Line	Time	Speaker	Transcript
3.0.1		T/R 1:	You remember we did lots of activities with this? Maybe Audra can tell us. Audra, if I gave the purple the number name one half, what number name would I give to the dark brown?
3.0.2			[David and Meredith build models that are erect – one dark brown rod next to two purple rods.]
3.0.3		Meredith:	One half.
3.0.4		T/R 1:	We have a consultation. Sarah [Audra's partner], you can help Audra decide. You can, sort of, discuss it with her, see if you agree. Okay, your consultation is over. Audra?
3.0.5		Audra:	One half.
3.0.6		T/R 1:	If we gave the purple the number name one half, we're going to give the dark brown the number name one half?
3.0.7		Audra:	No, I mean, um, the dark brown would be one.
3.0.8		T/R 1:	The dark brown would have the number name one. How many of you agree with that? [All visible hands are raised. Audra is smiling.] And why is that, Audra? Can you tell me how you would convince me?
3.0.9		Audra:	Because I put the purple rods up against the brown rod and I got two purple rods.
3.0.10		T/R 1:	How many of you agree with that? [All visible hands are raised.] What if I gave the purple rod the number name one? What number name would I give to the brown rod? (repeats question) Laura?
3.0.11		Laura:	Two.
3.0.12		T/R 1:	Laura says two. How many of you agree with Laura? [All visible hands are raised.] You want to tell us why, Laura?
3.0.13		Laura:	Because if you put
3.0.14		T/R 1:	Nice and loud, Laura.
3.0.15		Laura:	Because if you put one of these to-
3.0.16		T/R 1:	I can't hear you. This machine is very noisy up here. You have to really talk loud.
3.0.17		Laura:	If you put two of these [purple rods] together and each of these was one, then you- one, two. And that [the brown rod] would make that two.
3.0.18		T/R 1:	Did you all hear her? Did you hear her, Andrew? So do you all agree with that? You're pretty good at doing this? How many of you feel pretty good at doing that? [Hands go up.] Okay, that's neat. All right. [At overhead] And you

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remember if we give the orange rod the number name two, can you tell me what number name we'd give to yellow? You know how to do that? [Meredith raises hand] You remember how to do that? Jacquelyn?

3.0.19 Jacquelyn: [At her desk] You name the, um, yellow one.

3.0.20 T/R 1: Why?

3.0.21 Jacquelyn: Because, um, if you take the yellow, two yellows and put them against the orange, they match up. And if, if this [the yellow rod] is one half of it, it'd be, well, if orange is two, you would make this [yellow rod] into a one.

3.0.22 T/R 1: You all agree? How many of you agree? Wow, that's fantastic. Ok, that's move along then. Suppose I had a train now. Remember we talked about a train? And I'm making my train with one yellow, and one light green. One yellow and one light green. [Some conversation between T/R 1 and T/R 2 takes place about whether the next problem had already been examined.]Ok, good. Then, the yellow and the light green?... We've called the one with the yellow and light green, I'm going to make that two. If I call yellow and light green two, what number name would I give to red? Remember, you have to convince me why. And when you think you have an answer, why don't you discuss it with your partner and see that your partner agrees with you.